

EARLY CHILDHOOD EDUCATION CAREERS III

Course Description

Early Childhood Education Careers III serves as a capstone course. It, too, prepares students for gainful employment and/or entry into post-secondary education in the early childhood education and services industry. Content provides students the opportunity to study administration, management issues, and special needs children. Students will apply the marketable early childhood education knowledge and skills previously acquired in increasingly responsible positions, including recommended participation in a cooperative education experience.

Pre-requisite: ECEC I and II

Recommended Credits: 2-3 (including cooperative education credit)

Recommended Grade Levels: 11-12

Note (1): Students spend a minimum of 30% and a maximum of 50% of instructional time in child care practicums, teen learning centers, laboratory nursery schools, etc.

Note (2): Early childhood education programs, including teen learning centers, laboratory nursery schools, etc., must operate within the standards and guidelines of the Tennessee Department of Education and other agencies governing the industry.

Note (3): Learning expectations to be completed for two credits are identified with two asterisks (**), and those to be completed for three credits are identified with three asterisks (***)



EARLY CHILDHOOD EDUCATION CAREERS III STANDARDS
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- 1.0 Students will apply leadership, citizenship, and teamwork skills as they participate in cooperative education or a school-based laboratory experience requiring increasing levels of knowledge and responsibility.
- 2.0 Students will establish and maintain a safe and healthy environment for children.
- 3.0 Students will demonstrate integration of curriculum and instruction to meet the developmental needs of the school age child.
- 4.0 Students will plan and evaluate developmentally appropriate activities for children with special needs.
- 5.0 Students will apply administrative skills to planning and operating businesses in the early childhood education industry.
- 6.0 Students will demonstrate professional practices and business standards related to working in the early childhood education industry.

EARLY CHILDHOOD EDUCATION CAREERS LEVEL III

STANDARD 1.0

Students will apply leadership, citizenship, and teamwork skills as they participate in cooperative education or a school-based laboratory experience requiring increasing levels of knowledge and responsibility.

LEARNING EXPECTATIONS

The student will:

- 1.1 Practice leadership, citizenship, and teamwork skills in a work-based setting.**
- 1.2 Evaluate skills required for effective problem solving and decision making .**
- 1.3 Demonstrate the ability to work cooperatively and collaboratively with others.**
- 1.4 Participate in Family, Career and Community Leaders of America (FCCLA) as an integral part of class instruction.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1A Participates in peer evaluation and accepts comments in a constructive manner.
- 1.1B Uses public relations skills to promote the goals of business.
- 1.2 Assesses situations and applies the decision making process within the school, community, and the early childhood industry.
- 1.3A Demonstrates the ability to work with diverse populations.
- 1.3B Applies ethical standards when working in an early childhood education industry.
- 1.4A Cooperates with peers to select a philanthropy and organize community service projects.
- 1.4B Develops an early childhood industry plan following criteria of the FCCLA STAR event (Entrepreneurship).

SAMPLE PERFORMANCE TASKS

- Develops a plan for improvement based on peer evaluation results.
- Develops a Power Point presentation to promote the early childhood education industry.
- Use the Family, Career and Community Leaders of America (FCCLA) planning process when making decisions within the workplace.
- Participate in the FCCLA STAR event (Entrepreneurship).
- Implement a child related community service project.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credentials Competency Goals IV, V, VI, Family, Career and Community Leaders of America, Power of one Manual, Career Connection Manual, Communication and Writing Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Service Learning, Leaders at Work FCCLA), Dynamic Leadership (FCCLA), Team Building Skills, Sociology, Psychology, Critical Thinking Skills, To Guide You in Family, Career and Community Leaders, STAR EVENTS Management Manual

EARLY CHILDHOOD EDUCATION CAREERS LEVEL III

STANDARD 2.0

Students will establish and maintain a safe and healthy environment for children.

LEARNING EXPECTATIONS

The student will:

- 2.1 Arrange indoor and outdoor space as indicated by approved environmental rating scale and licensing standards.**
- 2.2 Evaluate health practices and safety procedures as they comply with state licensing requirements.**
- 2.3 Document procedures for the health, safety, and security of children.**
- 2.4 Design a health and safety curriculum.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1A Plans indoor and outdoor environments that are clean, safe, attractive, and spacious.
- 2.1B Arranges space so that children can work in a variety of groupings.
- 2.1C Arranges space to provide clear pathways for children to move easily from one area to another.
- 2.2A Maintains records to ensure compliance with all legal requirements for health, safety and protection of children.
- 2.2B Documents compliance for the health, safety, and protection of children.
- 2.3A Plans a safety system to ensure the safe arrival and departure of children.
- 2.3B Outlines and describes safety procedures according to state licensing guidelines.
- 2.4 Promotes children's health practices through lesson plans and demonstration.

SAMPLE PERFORANCE TASKS

- Use an environmental rating scale to assess indoor and outdoor space.
- Review and organize records to check for compliance with all health and safety guidelines.
- Design documents that promote sanitation, health, and safety practices and procedures.
- Plan and organize a parent information center or newsletter describing health, safety, and nutrition habits.
- Arrange space and equipment to accommodate children with special needs.

INTEGRATION/LINKAGES

CDA (Child Development Associate) Credential Competency Goal I, FCCLA, Wellness, Tennessee Department of Human Services, USDA, OSHA, American Red Cross, American Heart Association, Police Department, NAEYC, TECTA, FCCLA

EARLY CHILDHOOD EDUCATION CAREERS LEVEL III

STANDARD 3.0

Students will demonstrate integration of curriculum and instruction to meet the developmental needs of the school age child.

LEARNING EXPECTATIONS

The student will:

- 3.1 Describe the physical, cognitive, social, and emotional development of school-age children.**
- 3.2 Plan developmentally appropriate activities for school-aged children.**
- 3.3 Examine the components of a quality school age child care program.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1A Analyzes a case study to correctly identify areas of development and compares this to developmental norms.
- 3.2A Assesses the school-age child's special needs and interests.
- 3.2B Plans curriculum, schedule, and arrangement for indoor and outdoor space for a school-age program.
- 3.3A Summarizes potential health concerns, problems, and needs of school –age children.
- 3.3B Describes basic program models used in school-age child care.
- 3.3C Develops a sample plan for an after school program including schedule and activities.

SAMPLE PERFORMANCE TASKS

- Visit a local elementary school during recess and observe the motor skills of school-age children.
- Visit an after-school program to observe children's social interactions and peer groups.
- Write a report comparing basic program models.
- Evaluate an after school program for appropriate space, materials, and equipment.
- Investigate methods for including school-age children in curriculum planning.
- Develop a typical daily schedule for a school-age child care program.

INTEGRATION/LINKAGES

CDA Credential Competency Goals I, II, and III, NAEYC, SECA, Family, Career and Community Leaders of America, Focus on Children STAR Event, Applied Technology, Families Acting for Community Traffic Safety (FACTS), Interpersonal Skills, Fine Arts,

Language Arts, Science, Mathematics, Local Elementary Schools and School-age Child
Care Programs

EARLY CHILDHOOD EDUCATION CAREERS LEVEL 111

STANDARD 4.0

Students will plan and evaluate developmentally appropriate activities for children with special needs.

LEARNING EXPECTATIONS

The student will:

- 4.1 Investigate childhood disabilities, diseases, and hereditary disorders that result in special needs.**
- 4.2 Review a sample Individualized Educational Plan (IEP) for a child with special needs.***
- 4.3 Describe methods for identifying and working with special needs that may be enrolled in an early childhood education program.**
- 4.4 Describe methods of successfully integrating children with special needs into a typical program.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Researches and reports on special needs conditions.
- 4.2 Describes the six components required in an IEP.
- 4.3A Conducts observations and/or completes a checklist regarding special needs children such as hearing disorders, speech and language disorders, vision disorders, and physical disorders.
- 4.3B Develops a plan for working with children that have special needs.
- 4.4 Describes factors to consider when planning the inclusion of special needs children.

SAMPLE PERFORMANCE TASKS

- Prepares a reference chart outlining names, types, manifestations, and causes of conditions that cause a child to have special needs.
- Write a sample IEP for a child with a diagnosed disability.
- Interview a speech therapist, ophthalmologist, special education teacher, or others to learn how to detect special disorders.
- Visit a rehabilitation center and discuss adaptive aids.
- Observe a child care program where children are learning in a least restrictive environment.

INTEGRATION/LINKAGES

CDA Credential Competency Goals I, II, and III, NAEYC, SECA, Family, Career and Community Leaders of America, Focus on Children STAR Event, The Arc of Tennessee, Spina Bifida Association of America, March of Dimes, Tennessee Early Intervention System

EARLY CHILDHOOD EDUCATION CAREERS LEVEL III

STANDARD 5.0

Students will apply administrative skills to planning businesses in the early childhood education industry.

LEARNING EXPECTATIONS

The student will:

- 5.1 Apply entrepreneurial skills to plan a small business in early childhood education.**
- 5.2 Identify federal, state, and local standards, policies, regulations, and laws that impact children, families, and programs.**
- 5.3 Evaluate personnel and staffing needs in child care programs.**
- 5.4 Prepare a sample budget and financial plan for a child care program.**
- 5.5 Design advertising, marketing, and recruitment materials utilizing current technology.***

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Plans, organizes, manages, and supervises select operations/functions of a child care center.
- 5.2A Evaluates job descriptions and hiring practices for early childhood, education, and services.
- 5.2B Investigates and interprets current guidelines from national, state, and local agencies governing early childhood education industry.
- 5.3 Prepares a simulated staffing plan for a specified child care center.
- 5.4 Develops a monthly and yearly budget for a specified child care center.
- 5.5 Plans and develops promotional materials for early childhood education programs and services.

SAMPLE PERFORMANCE TASKS

- Create a small business plan related to early childhood education.
- Design a handbook (parent, staff).
- Examine and compare national, state, and local governing agencies.
- Assess and compare ECE organizations (i.e., SECA, TECTA, NAEYC).
- Develop and produce ECE lab newsletters, brochures, postcards, etc.

- Create bulletin boards that convey information.
- Organize newsletters and brochures.
- Design a web page.

INTEGRATION/LINKAGES

CDA Credential Competency Goals I, IV, V, and VI, Research, Writing and Communication Skills, Graphic Arts, Teamwork and Leadership Skills, Family, Career and Community Leaders of America, NAEYC, *Entrepreneurship* Magazine

EARLY CHILDHOOD EDUCATION

LEVEL III

STANDARD 6.0

Students will demonstrate professional practices and business standards related to working in the early childhood education industry.

LEARNING EXPECTATIONS

The student will:

- 6.1 Demonstrate quality customer service and relations including all aspects of communication.**
- 6.2 Demonstrate professional ethical standards as accepted in early childhood education industry.**
- 6.3 Demonstrate time management and other organizational management techniques.**
- 6.4 Assess current trends and changes in industry standards.***
- 6.5 Practice public relations skills to promote positive, collaborative relationships with others, especially parents of children served.**

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1A Demonstrates the ability to use body language, verbal and non-verbal communication skills to maintain positive relationships with others.
- 6.1B Assesses and evaluates requirements for a quality child care center.
- 6.1C Examines and demonstrates interpersonal relationships within the early childhood, education, and services industry.
- 6.2A Describes reasons for regular attendance, punctuality, use of sick days, the importance of moral responsibilities, and attention to detail.
- 6.2B Gains self-awareness and confidence by engaging in group interaction.
- 6.3 Prepares a sample daily schedule for various age groups in a child care center.
- 6.4 Compares and contrasts current and proposed licensing issues and trends for the early childhood education industry.
- 6.5A Demonstrates the ability to convey information to parents in a positive and constructive way.
- 6.5B Responds to parents, community representatives, and co-workers in a positive and professional manner.

SAMPLE PERFORMANCE TASKS

- Videotape students interacting in a school-sponsored enterprise.
- Oral presentations and/or role-play of practice management situations.

- Use Tennessee Department of Human Services and/or NAEYC guidelines to evaluate school-sponsored enterprise and/or child care centers.
- Develop a project to improve an area of interpersonal relationships on the job.
- Construct and analyze personal time management strategies.
- Develop and appraise an entrepreneurial project related to early childhood education.
- Survey early childhood education industries using a student-developed list of work ethics, work behaviors, and expectations.
- Compare current licensing standards with recent professional articles and newsworthy issues.
- Role play a conference with the parent of a child enrolled in a child care center.

INTEGRATION/LINKAGES

CDA Credential Competency Goals IV, V, VI, NAEYC, SECA, FCCLA –
Entrepreneurship Project, Interpersonal Relationship Project